

Context of Sexual Harassment among Junior and Senior High School Students

¹Gelbert A. Llanto, ²Jennifer A. Valdez & ²Richie Rosas Velasquez

Abstract

Sexual harassment is an issue that happens ubiquitously in schools committed verbally or physically with anyone as victim regardless of gender. With the occurrence of such crime, this study assessed the students' perception on sexual harassment, physical, verbal or mixed, the legal methodologies and policy employed by the concerned schools in implementing the different programs and instructions, and the characterization of the nature of work and the working conditions of different participating institutions. This study utilized descriptive-quantitative research design using a purposive sampling technique. Data were analyzed using frequency and percentage, and average weighted mean. Results disclosed that students unanimously agree on sexual harassment in various forms but apparently not aware verbal and non-verbal acts. The results further showed that students rarely get educational information about sexual harassment from their parents and institutions but noted the importance of faculty, administration, and student cooperation to prevent it. Hence, there are students who experienced incidents of sexual harassment in school premises but majority of them did not report it due to fear and culture of victim blaming. Similarly, the majority of the respondents confirm there are no programs, regulations, and instrumentalities to prevent sexual harassment in their school. With the alarming results, the study developed a training module to be implemented as an extension project to capacitate students and help institutions draft a mechanism in handling such cases.

Keywords: *Sexual Harassment, High School, Sexual Harassment in Schools, Student Awareness*

Article History:

Received: January 16, 2023

Accepted: February 24, 2023

Revised: February 21, 2023

Published online: March 5, 2023

Suggested Citation:

Llanto, G.A., Valdez, J.A. & Velasquez, R.R. (2023). Context of Sexual Harassment among Junior and Senior High School Students. *International Review of Social Sciences Research*, 3 (1), 125-141. <https://doi.org/10.53378/352973>

About the authors:

¹Corresponding author. Instructor I, Laguna State Polytechnic University- San Pablo City Campus. Corresponding email: gelbert.llanto@lspu.edu.ph

²Instructor I, Laguna State Polytechnic University- San Pablo City Campus.

** This paper is presented in the 3rd International Conference on Multidisciplinary Industry and Academic Research.*



1. Introduction

Sexual harassment is an issue happening covertly in many academic institutions due to silence of the victim (Karami et al., 2020). Research uncovers that sexual harassment is ubiquitous in education system (Rolfe & Schroeder, 2020) that occurs frequently in college campuses and becomes a great concern of everyone (Wolff et al., 2017). Sexual harassment is described a set of behavior that can either be verbal, non-verbal, or physical (Apriliana, 2018) wherein victims may encounter physical form such as being touched, grabbed, or forced to do something sexual (Hill & Silva, 2005) or verbal form (Bendixen et al., 2018). According to the federal law, sexual harassment can also be a form of discrimination (Miller & Mondschein, 2017).

The study of Karami et al. (2020) revealed that five percent of the topics reviewed in text mining involves sexual coercion (a benefit is offered in exchange for sexual favors), more than 50% were assigned to the unwanted sexual attention theme and fourteen percent in the gender harassment theme, in which insulting, sexist, or degrading comments or behavior was directed towards women. According to Smith et al. (2018), nearly 52.2 million women in the United States experienced contact sexual harassment and an estimated 25.5 million women has been recorded for consummated and attempted rape while 19.2 million women has experienced sexual coercion like being forced by someone using their authority. Sexual harassment keeps on happening despite existence of various policies in place to prevent it (Phillips et al., 2019).

In the school setting, Baronia (2020) suggests a collective effort on both the institutions, parents and other group and school regulations to prevent abuses among children in schools. The study of Alexander (2020) conducted in Batangas, a province in the Philippines, clearly showed that school heads and teachers have different context on the duties and responsibilities of the school managers in the implementation of policies related to child protection. In addition, incidents of sexual violence can be prevented with strong family relationship and spiritual well-being.

With various incidence of sexual harassment in schools, this study assessed the students' overall understanding of sexual harassment, their real and actual knowledge on sexual harassment. Specifically, it assessed the students' perceptions of sexual harassment whether physical, verbal, or mixed, legal methodologies and policy employed by the concerned units and schools in implementing the different programs and instructions and the

characterization on the nature of work and the working conditions of different participating institutions.

2. Literature Review

1.1. Characterization of Sexual Harassment

According to López et al. (2020), factors such as sexual orientation, ethnic origin and disability were the strongest predictor of sexual harassment victimization. However, Magaji et al. (2019) revealed that whatever gender of the students, they have common perspective about acts that constitute sexual harassment. While women's perception on sexual harassment is broader, Pellegrini (2002) argues that school and peer factors contribute to sexual harassment suggesting teenagers to be more aggressive, less focus during their adolescence, which contributes to perpetrate this act. In the study of Phillips et al. (2019), the common offenders of sexual harassment were male and offended party are female. In addition, Khan and Shathi (2018) found that students are the common victims of sexual harassment and it greatly instill fear among them.

1.2. Impact of Sexual Harassment

Victims of sexual harassment are vulnerable to negative health and psychological effects such as depression, hostility and use of alcohol (Wolff et al., 2017). In a research conducted by Budden et al. (2017), they surveyed student nurses under clinical placement and found that offenders who commit harassment can be anyone among the student's peer, patient, or supervisors. The study also noted the negative effect of being victimized by harassment such depression and anxiety, which adversely impacted their performance. In addition, Hand and Sanches (2000) identified consequences of sexual harassment among students, emphasizing that girls experience more harmful harassment rather than boys. It was also highlighted that girls are vulnerable victims of physical sexual harassment and that other forms of harassment worsen the gender differences. Furthermore, it activates sexist and heterosexist stereotypes, and destroys the relationship of the students to his/her teacher and adversely affect school and academic performance of the students (Gruber & Fineran, 2016).

1.3. Legal Methodologies and Policies

According to Thapalia et al. (2019), one of the frequent places where sexual harassment happened is in school. It was a common problem encountered in Kathmandu, Nepal but students have a limited comprehension on this issue. It was suggested to address the problem through intensified knowledge of the people about various acts of harassment

and correct the society's victim blaming culture. Meanwhile, the study conducted by Ponmalar (2017) in Malaysia showed that the essential and major driving factor for a victim to report sexual harassment is self-efficacy while organizational environment such as the actions taken by the authorities also contributes whether the victim will report an act of sexual harassment or not. However, the study of Binder et al. (2018) conducted in medical schools showed that sexual harassment still persists despite existing laws and most of women victims do not report their experience to school authorities. While the law reduced the harassing behavior among students and increase the legal obligations among institutions, there are still existing odds in reporting incidents of sexual harassment like retaliation from the offender. When teachers are more committed to the prevention measures, students report less perpetration of sexual harassment and gender equality as well as lesser incidents of homophobic name calling (Rinehart & Espelage, 2016). Henceforth, to better understand the responses of young people about sexual harassment, it is very important to know their perspective about this act (Li & Craig, 2020).

In the United States, the Title IX of the Education Amendments of 1972 includes the protection of individual against sexual harassment (Edgar, 2020). Thus, in 2017 the U.S. Department of Education crafted the interim guidance which gives way to determine procedures in investigating sexual harassment particularly for women students of color (Cantalupo, 2019). Subsequently, the efforts to address sexual harassment should collectively come from the school administration and capability building of the educators and staff and the school itself should create an environment that advocates gender equity and zero tolerance with sexual harassment in all levels (Rinehart & Espelage, 2016). The effectiveness on implementation of policies on sexual harassment can only be achieved if the school authorities and staff are knowledgeable about the policies (Miller & Mondschein, 2017). According to Apriliana (2018), the strategy to prevent sexual harassment involves the active participation of counsellor in providing services to the students (*victim*) and developing good relationship with them. Jenner et al. (2020) suggest two prevention methods against sexual harassment: the individual and the institutional. The individual includes personal safety measures against the peer and superiors while institutional strategies comprise policies and procedures as well as formal training of the employee. Similarly, Sales and Krause (2017) note that prevention of sexual violence centered on students are essential, however

contribution of faculty and staff is also significant in the success of strategies employed by the campus.

In the Philippines, Gabriel (2017) notes that efforts to increase the consciousness of the students must be strengthened to ascertain their safety. Hence, laws do not fully prevent sexual harassment instead, there must be an institutional standard laid down by both private and public schools. The study of Mateo-Babiano et al. (2020) conducted in Manila Philippines revealed that forty-three percent of respondents were sexually harassed, but 85% of those students who reported having been victimized did not report the incident.

3. Methodology

The study utilized descriptive research for it aims to gather people's perception, opinion, attitude, and beliefs about current issues. Hence, the description is summarized by reporting number or percentage of each response (Lodico et al., 2006).

The study specifically involved selected students from junior and senior high level (both boys and girls) in the provinces of Laguna, Quezon and Batangas and in the City of Maynila with a total number of 116 respondents. Hence, purposive sampling technique was used in selecting the samples. Moreover, only schools that offers senior and junior high school were chosen as the situs of the study.

Survey questionnaire was the main data gathering instrument in the study. It was structured based on the various literature, theories, informal interviews, and laws on sexual harassment to substantiate the contents of the questionnaire. The instrument was divided into three parts: part 1 comprises of the demographic profile; part 2 covers the student's knowledge and present idea on sexual harassment, sources of knowledge and notion, experiences on the nature of function and assigned works or activities and the perceived incidences as per their personal circumstances; and part 3 focuses on draft of instrument for the school. The survey questionnaire was structured as 4-point Likert scale. The survey instrument was validated and checked by a psychometrician to ensure appropriateness of each question. In addition, informal interviews about the respondents' views and opinions on the subject matter were employed.

Before the conduct of the study, the researchers sought the approval of the institution's board of regents to administer the survey. After the permission has been granted, respondents were asked to sign the informed consent form with the indulgence of their

parents or guardians before answering the survey instrument since the topic is sensitive and some of them are minors. In getting the direct feedback among students, simple questions that pertain to understanding the idea of sexual harassment is emphasized in the instrument. The survey instrument was administered thru Google forms sent via email and various chatting apps since the study was conducted during the pandemic to ensure safety of the respondents. To triangulate the result, a key informant interview (KII) was conducted to one of the Department of Education (DepEd) superintendent to outline actual programs and mechanism present in the schools. Throughout the duration of the study, researchers strictly observed data privacy and confidentiality. The data were treated with various statistical tools such as frequency and percentage and average weighted mean.

4. Findings and Discussion

Table 1 shows the students' knowledge and ideas on sexual harassment.

Table 1

Students' knowledge and present ideas on sexual harassment

Indicators	AWM (N=116)	
	WM	DI
1. When a supervisor/teacher/coach proposes sex, date, outing in exchange for a good grade, these are forms of sexual harassment (SH)	3.09	Agree
2. When a supervisor/teacher/coach touches, rubs, or pinches parts of your body, these are forms of sexual harassment (SH)	3.29	Strongly Agree
3. SH happens when a teacher/co-student in your school area makes jokes or comments about your physical appearance	2.90	Agree
4. SH happens when a teacher/coach/co-student in your school area makes lewd remarks about your sexual orientation	3.09	Agree
5. SH happens when a teacher/coach/co-student in your school area leer to your body making you feel uncomfortable	3.16	Agree
6. SH happens when a teacher/coach in your school area threatens to give you a failing mark when you reject his/her proposal for date, private dinner, extended work hours, or personal errands	3.24	Agree
7. SH happens when a supervisor/ teacher/ coach etc. requires you to engage in sexual act in exchange for a passing mark	3.23	Agree
Overall Mean	3.14	Agree

Legend: 3.26-4.00 Strongly Agree, 2.51-3.25- Agree, 1.76-2.50- Disagree, 1.00-1.75- Strongly Disagree

Results show the students' knowledge and present ideas on sexual harassment with unanimous agreement that sexual harassment could be in various form either physical or verbal means. The respondents strongly agree that sexual harassment occurs whenever a supervisor/teacher/coach touches, rubs, or pinches parts of your body (overall mean \bar{x} = 3.29) regarded with the highest mean. On the other hand, the students regarded the statement "SH happens when a teacher/co-student in your school area makes jokes or comments about your physical appearance" as the least among the seven indicators (\bar{x} =2.90). Since there are varied ways on the means of committing sexual harassment and the students were apparently not knowledgeable about the other forms of this act, it implies that students are more aware of the physical form of sexual harassment rather than verbal and non-verbal forms. This is primarily because the most common violations reported are physical sexual harassment. Some respondents only take sexual remarks and gestures as a mere joke and do not take it seriously because they are not aware that it is punishable by law.

Table 2

Students' sources of knowledge and notion on Sexual harassment

Indicators	AWM (N=116)	
	WM	DI
1. I hear news about sexual harassment through TV, internet or radio	3.22	Frequently
2. I read about sexual harassment through printed materials	2.44	Rarely
3. I learn about sexual harassment through a class lecture, seminar or forum	2.53	Frequently
4. My classmates talk about sexual harassment	2.10	Rarely
5. My parents share stories about sexual harassment	1.72	Never
Overall mean	2.40	Rarely

Legend: 3.26-4.00 Very Frequent, 2.51-3.25- Frequent, 1.76-2.50- Rarely, 1.00-1.75- Never

Based on the results shown in table 2, it is evident that the students rarely get educational information about sexual harassment which would increase their awareness about this kind of act (overall \bar{x} = 2.40). Hence, the respondents consider the statement "*My parents share stories about sexual harassment*" as the lowest mean among the five indicators (overall \bar{x} = 1.72) described as never. Henceforth, the respondents gave the highest mean on the statement "*I hear news about sexual harassment through TV, internet or radio*" (overall \bar{x} =

3.22). It implies that students commonly learn facts about sexual harassment in various commercial and social media platforms while they never had learnings about sexual harassment at home with their parents even though home is the first environment of the students where they get educated. Furthermore, results infer that institutions rarely conduct information educational campaign to intensify the knowledge of the students. Since the students rarely get information about sexual harassment, it is expected that they would be victimized due to their ignorance and lack of awareness.

Table 3

Students' perception on prevention of sexual harassment

Indicators	AWM N=116	
	WM	DI
1. Going to school on time	3.91	Very Important
2. Presenting self in a decent manner	3.81	Very Important
3. Doing assigned tasks or school requirements with confidence	3.84	Very Important
4. Gaining respect from supervisor/teacher/ coach and co-students	3.84	Very Important
5. Good rapport with teachers/coach/ supervisor and co students	3.69	Very Important
6. The school provides appropriate learning	3.79	Very Important
7. Teacher/supervisor/ coach provides opportunities for skill development and learning opportunities	3.79	Very Important
8. School set standards as a conducive place for learning	3.58	Very Important
9. The school has proper procedure on dealing complaints on harassment incidents	3.72	Very Important
10. Schools conduct orientation to the students about sexual Harassment	3.88	Very Important
11. Sexual harassment topics are included on the curriculum	3.25	Very Important
12. Teachers are familiar on anti-sexual harassment law and different acts of harassment	3.57	Very Important
13. There is an existing office/unit in the school that cater sexual harassment cases/ incidents/victims	3.41	Very Important
Overall mean	3.69	Very Important

Legend: 3.26-4.00 Very Important, 2.51-3.25- Important, 1.76-2.50- Moderately Important, 1.00-1.75- Unimportant

Table 3 depicts that the respondents collectively agree that all the indicators were very important to prevent the occurrence of sexual harassment wherein both the students and

the school administrators should take part to ensure the safety of the students while they are in the school premise (overall $\bar{x} = 3.69$). It could be observed that the respondents gave the highest assessment on the statement “*Going to school on time*” with a mean score ($\bar{x} = 3.91$). It implies that being punctual in coming to school could reduce the chance of the students to be victimized by sexual harassment as it extinguishes the opportunity of the perpetrator to take advantage of such situation. However, the respondents regarded the statement “*Sexual harassment topics are included on the curriculum*” as the least among the thirteen indicators ($\bar{x} = 3.25$). The result implies that students must maintain utmost decency and punctuality among themselves to deprive chance to the probable perpetrator to see opportunity on taking advantage of students. Meanwhile, school administrators should intensify the programs in empowering both students and faculty regarding sexual harassment orientation and its pertinent laws.

The following tables presents the results on perceived incidence and personal circumstances on sexual harassment.

Table 4

Students' personal circumstances relative to question on demands or requests

Indicators	N=116			
	YES	%	NO	%
1. Provide gifts or materials in exchange for higher grades?	10	9	106	91
2. Serve as chaperone or date in a private dinner or party to offset schoolwork or assignments/requirements you lost in the work place?	10	9	106	91
3. Do extra work beyond what was indicated in your terms of reference or schedule?	28	24	88	76
4. Perform sexual acts in exchange for higher grades?	2	2	114	98
5. Perform sexual acts in exchange for a secured job in the workplace after graduation?	5	4	111	96

It could be gleaned on table 4 that there were 4% and 2% of the respondents who admitted the occurrence of incidences of sexual harassment based on different requests or demand by their supervisor/teacher/coach such as perform sexual acts in exchange for higher grades and secure job in workplace, respectively. The results infer that there were students who are not knowledgeable that sexual harassment begins with some simple requests and

demand by a supervisor/teacher/coach which will put them on a later danger of being victimized by sexual harassment. It shows that there are sexual advances done by a supervisor/teacher/coach but it was not reported due to fear of students and lack of understanding and knowledge on the different laws that protect them against sexual harassment. Furthermore, the students were also hindered to report the incident due to the victim blaming attitude of the authority in-charge to where the incident was reported.

Table 5

Students' personal circumstances relative to different physical or verbal acts

Indicators	N=116			
	YES	%	NO	%
1. Gave you malicious look or gestures?	5	4	111	96
2. Touched you maliciously?	14	12	102	88
3. Showed you private parts to suggest sexual acts or favors?	3	3	113	97
4. Showed you sexual objects or pictures to suggest sexual favors?	1	1	115	99
5. Sent letters, emails, txt or call messages or notes with sexual meaning?	4	3	112	97
6. Restrained you forcibly in order to perform sexual acts against your will?	4	3	112	97
7. Cat call on you?	3	3	113	97
8. Wolf Whistling on you?	5	4	111	96
9. Sexist Remarks on you?	7	6	109	94
10. Misogynistic, Transphobic, homophobic, sexist slurs on you?	6	5	110	95
11. Persist unwanted comments on your appearance?	12	10	104	90
12. Stalking you?	18	15	98	85

Table 5 depicts the respondents' perceived incidence of sexual harassment based on different physical and verbal acts committed by the mentors, supervisors, teachers, coach, principal. The various acts of sexual harassment occurred such as 15% (18 responses) were victims of stalking; 12% (14 responses) were victims of malicious touching, and 10% (12 responses) were victims of unwanted comments on appearance. Furthermore, the students were not aware on some verbal and physical acts of harassment and perceived it as a simple joke which justify the results showing few of respondents admitted that they experienced sexual harassment. However, data imply that sexual harassment is still occurring in different school premises in various forms either physical, verbal or non-verbal in nature.

Table 6*Students' personal circumstances relative to incident of sexual harassment*

Indicators	N=116			
	YES	%	NO	%
1. Reprimanded by your mentor or supervisor with no apparent reason?	5	4	111	96
2. The subject of sexual remarks or dirty jokes?	10	9	106	91
3. The subject of rumors in relation to your sexual orientation or behavior?	11	9	109	91
4. Evaluated only upon performing sexual acts with your mentor/teacher/ supervisor/ coach/ principal?	4	3	112	97
5. If you answered, "YES", to any of the above questions, have you reported this to the authority/your parents/ your teacher/ guidance counselor etc.?	15	13	101	87

Table 6 shows the respondents with some incidents of sexual harassment that they personally experienced such as "*The subject of rumors in relation to your sexual orientation or behavior*" and "*The subject of sexual remarks or dirty jokes*" both garnering 9%. The statements "*Reprimanded by your mentor or supervisor with no apparent reason*" and "*Evaluated only upon performing sexual acts with your mentor/teacher/ supervisor/ coach/ principal*" obtain 4% and 3%, respectively. It implies that acts of sexual harassment are evident in different junior and senior high school level regardless of being in a public or private institution. Moreover, only 13% of the respondents confirmed that they reported the incident to the proper authority. According to one of the respondents, the incident was reported to the teacher but student was reprimanded by the teacher for reporting the incident so late. With this incident, the student felt embarrassed and did not pursue the complaint. In addition, some of the respondents admitted they have a classmate who reported the incident but shamed by the teacher in-charge upon knowing the incident. Other respondents affirmed that they are not aware of the any other similar case because it is not being disclosed to the public.

Based on the results in table 7 on the presence of draft of instrument, programs and regulation in the school pertaining to prevention and handling of sexual harassment cases, the respondents confirm no presence of grievance committee or help desk in case of a complaint. The schools only utilize the guidance office as the main unit to handle sexual harassment

cases. Meanwhile, the visitation conducted by person-in-authority to check the students obtained 59% (69 responses). The statements “Any activities on briefing/orientation or of similar means” (53%= 61), “Presence of any MOU/MOA or any instrumentalities” (53%= 61) and “Presence of terms of reference or implementing rules and regulations” (51%= 59) indicate majority confirmation of no existing programs or instrumentalities.

Table 7

Students' assessment on the draft of instrument for the school

Indicators	N=116			
	YES	%	NO	%
1. Presence of any MOU/MOA or any instrumentalities:	54	47	62	53
2. Presence of Terms of Reference or Implementing Rules and Regulations	57	49	59	51
3. Any activities on briefing/orientation or of similar means	55	47	61	53
4. Any visitation made by person in authority to the students	47	41	69	59
5. Any presence of grievance committee or help desk in case of a complaint	43	37	73	63
6. Any reported incidence whether related or non-related to sexual harassment for the last three years; please state if any	10	9	106	91
7. Normal nature of works of the students	24	21	92	79
8. Any complaints from the immediate supervisor or the students in the school premises and any response and actions done after the complaint	10	9	106	91

Moreover, on the statement “any reported incidence whether related or non-related to sexual harassment for the last three years,” there were 9% who admitted reported incidence of related and non-related sexual harassment. However, it also shows only 9% of the respondents verifying a complaint against supervisor or students in the school premise. This result can be confirmed by one of the response of the respondents stating that:

“I rarely speak up, not only because I'm scared but because how teachers may see my perspective. One of my previous classmates made me super uncomfortable. He would lift my blanket even though he knew I was wearing a skirt. He often touch my legs etc. I'm kinda use to his dirty jokes because he tell those most of the time at school. I told my friends about what happened and encouraged me to speak up and I did. I know it's already late to speak up because quarantine already started that time. But I still did, even though I was uncomfortable and anxious saying it. The teacher asked me questions and one of them is "why didn't you told me sooner?" I explained and the teacher said that since I didn't told her/him sooner it's like I'm "letting it to happen”

or in other words "I'm asking for it." Because of that I'm afraid to speak up if this situation happen again. The teacher already talked to my classmate and my classmate apologized to me. But I hope that teachers will understand how hard for a student like me to speak up and we never ever wanted something like that to happen to us. We're not asking for it so please don't say that to a student because no one knows what they've been through."

5. Conclusion

Various schools under the supervision and control of DepEd were all considered as second home of the students. School is a place where students spend most of their time for learning and these institutions of learning are also vulnerable place for a student to be victimized by sexual harassment. The learning institutions are mandated to ensure the safety and security of the students while in schools, which can be achieved by complying with the laws and creating programs and activities that would empower the awareness of the students and the faculty about sexual harassment.

The results of the study showed that students' awareness about various acts that constitute sexual harassment is quite weak. They are just familiar on the physical form of sexual harassment rather than verbal and non-verbal. Similarly, parents do not educate their children and share little knowledge about sexual harassment, which supposedly could increase their awareness at home. The results further showed that the most common sexual harassment committed are malicious touching, unwanted comments on appearance, and stalking while fear and victim blaming attitude hinder the victims on reporting incidents of sexual harassment. The students agree that being punctual and act with diligence reduce chances of being a victim of sexual harassment. Moreover, institutions of learning lack efforts in combating and reducing incidents of sexual harassment inside their premises and their faculty members and administrators lack sufficient knowledge in handling sexual harassment cases. There is institutional inadequacy to initiate more programs and activities to empower students, faculty, and administrators to ensure safe spaces within the school premises. Hence, creation of a unit to hear complaints on sexual harassment is significantly needed. Given the alarming results, there must be an effort for both government and private institutions to address such problem and increase the knowledge and awareness of their stakeholders on sexual harassment.

In the context of providing safe and secure spaces for the students, the schools may conduct series of seminars/symposium among students and faculty to enhance their awareness and knowledge about sexual harassment and all the laws pertaining to this act/crime, provide training to the students relative to self-defense to capacitate them on how to protect themselves in times of emergencies and confrontations, seek collaboration with different government and non-government organization (*such as: PNP, SUC.*) to provide technical assistance in the conduct of different programs, activities and extension projects, conceptualize a system (*standard operating procedure/implementing rules and regulations*) in handling sexual harassment cases, create a unit that will cater the needs of the students relative to sexual harassment complaints and train the personnel who will be assigned on this unit on the basic principles of law and criminal procedure, and provide psychological assistance to the victims of sexual harassment to reduce chances of depression and frustration among victims.

6. Acknowledgement

The authors express sincere gratitude to the Department of Education, DepEd School Superintendent, LSPU Research and Development Office, LSPU Board of Regents, LSPU-College of Criminal Justice Education-SPCC, and Mr. Mark Paul Moraleja.

References

- Alexander, M. L. S. (2020). *Lived Experiences of Sexual Violence in Tondo, Manila, Philippines Envisioning Change Through Body Mapping* (Doctoral dissertation, Faculty of Graduate Studies and Research, University of Regina).
- Apriliana, I. P. A. (2018). The Role of School Counsellor to Handling Student Sexual Harassment Behavior in the School. *International Journal of Research in Counseling and Education*, 2(1), 6-12.
- BARONIA, J. M. B. (2020). Perception of Elementary School Heads and Teachers on Child Protection Policy in Private Schools in Tanauan City Division. *IOER International Multidisciplinary Research Journal*, 2(2), 35-45.
- Bendixen, M., Daveronis, J., & Kennair, L. E. O. (2018). The effects of non-physical peer sexual harassment on high school students' psychological well-being in Norway:

Consistent and stable findings across studies. *International journal of public health*, 63(1), 3-11.

- Binder, R., Garcia, P., Johnson, B., & Fuentes-Afflick, E. (2018). Sexual harassment in medical schools: the challenge of covert retaliation as a barrier to reporting. *Academic Medicine*, 93(12), 1770-1773.
- Budden, L. M., Birks, M., Cant, R., Bagley, T., & Park, T. (2017). Australian nursing students' experience of bullying and/or harassment during clinical placement. *Collegian*, 24(2), 125-133.
- Cantalupo, N. C. (2019). And even more of us are brave: intersectionality & sexual harassment of women students of color. *Harv. Women's LJ*, 42, 1.
- Edgar, C. (2020). A Preponderance of the Evidence: The Appropriate Standard in Title IX Sexual Harassment Proceedings. *Admin. L. Rev. Accord*, 6, 85.
- Gabriel, A. G. (2017). Drawing the Demarcation Line: An Analysis of Sexual Harassment in Selected Learning Institutions in Nueva Ecija, Philippines Using Blumer's Interactionism Model. *Open Access Library Journal*, 4(01), 1.
- Gruber, J., & Fineran, S. (2016). Sexual harassment, bullying, and school outcomes for high school girls and boys. *Violence Against Women*, 22(1), 112-133.
- Hand, J. Z., & Sanchez, L. (2000). Badgering or bantering? Gender differences in experience of, and reactions to, sexual harassment among US high school students. *Gender & Society*, 14(6), 718-746.
- Hill, C., & Silva, E. (2005). Drawing the line: Sexual harassment on campus. *American Association of University Women Educational Foundation*, 1111 Sixteenth St. NW, Washington, DC 20036.
- Jenner, S. C., Djermester, P., & Oertelt-Prigione, S. (2020). Prevention strategies for sexual harassment in academic medicine: a qualitative study. *Journal of interpersonal violence*, 0886260520903130.

- Karami, A., White, C. N., Ford, K., Swan, S., & Spinel, M. Y. (2020). Unwanted advances in higher education: Uncovering sexual harassment experiences in academia with text mining. *Information Processing & Management*, 57(2), 102167.
- Khan, M. B. U., & Shathi, I. J. (2018). Nature of Sexual Harassment Against the Female Students of Bangladesh: A Cross-Sectional Study in Tangail Municipality. *International Journal of Social and Administrative Sciences*, 3(2), 73-82.
- Li, J., & Craig, W. M. (2020). Adolescent sexual harassment, shame, and depression: do experiences of witnessing harassment matter? *The Journal of Early Adolescence*, 40(5), 712-737.
- Lodico, N., Spaulding, D., & Voegtle, K. (2006). *Methods of Educational Research*. John Wiley & Sons, Inc.
- López, V., García-Quiroga, M., Benbenishty, R., González, L., Squicciarini, A. M., & Sánchez, P. (2020). Sexual harassment by peers in Chilean schools. *Child abuse & neglect*, 107, 104602.
- Magaji, A. B., Ikhide, J. E., Timur, A. T., & Timur, S. (2019, September). Sexual Harassment in Higher Education: Students' Perceptions and Attitudes. In *Global Joint Conference on Industrial Engineering and Its Application Areas* (pp. 40-50). Springer, Cham.
- Mateo-Babiano, I. B., Gaabucayan-Napalang, M. S., & Abuzo, A. (2020). Manila, Philippines. In *Transit Crime and Sexual Violence in Cities* (pp. 63-71). Routledge.
- Miller Jr, E. M., & Mondschein, E. S. (2017). Sexual harassment and bullying: similar, but not the same. What school officials need to know. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 90(5-6), 191-197.
- Pellegrini, A. D. (2002). Bullying, victimization, and sexual harassment during the transition to middle school. *Educational psychologist*, 37(3), 151-163.
- Phillips, S. P., Webber, J., Imbeau, S., Quaife, T., Hagan, D., Maar, M., & Abourbih, J. (2019). Sexual harassment of Canadian medical students: a national survey. *EClinicalMedicine*, 7, 15-20.

- Ponmalar, N. A. (2017). *The influence of individual and organisational factors on the intention to report sexual harassment/Ponmalar N Alagappar* (Doctoral dissertation, University of Malaya).
- Rinehart, S. J., & Espelage, D. L. (2016). A multilevel analysis of school climate, homophobic name-calling, and sexual harassment victimization/perpetration among middle school youth. *Psychology of Violence*, 6(2), 213.
- Rolfe, S. M., & Schroeder, R. D. (2020). “Sticks and stones may break my bones, but words will never hurt me”: Verbal sexual harassment among middle school students. *Journal of interpersonal violence*, 35(17-18), 3462-3486.
- Sales, J., & Krause, K. (2017). Schools must include faculty and staff in sexual violence prevention efforts. *Journal of American college health*, 65(8), 585-587.
- Smith, S. G., Zhang, X., Basile, K. C., Merrick, M. T., Wang, J., Kresnow, M. J., & Chen, J. (2018). The national intimate partner and sexual violence survey: 2015 data brief—updated release.
- Thapalia, R., Dhungana, R. R., Adhikari, S. K., & Pandey, A. R. (2019). Understanding, experience and response to sexual harassment among the female students: a mixed method study. *Journal of Nepal Health Research Council*, 17(4), 424-30.
- Wolff, J. M., Rospenda, K. M., & Colaneri, A. S. (2017). Sexual harassment, psychological distress, and problematic drinking behavior among college students: An examination of reciprocal causal relations. *The Journal of Sex Research*, 54(3), 362-373.